

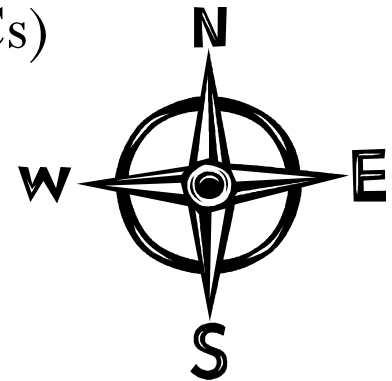
# Changing the Comprehensive High School Using PLCs

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## Doug Reeves found five characteristics that were common to all 90-90-90 schools

- A focus on academic achievement (alignment)
- Clear curriculum choices (alignment)
- Frequent assessment of student progress and multiple opportunities for improvement (mastery learning)
- An emphasis on nonfiction writing (writing)
- Collaborative scoring of student work (PLCs)



# Alignment Is Key



District Strategic Plan

The diagram consists of a large purple inverted triangle. It is divided into three horizontal sections by two white lines. The top section is the widest, the middle section is narrower, and the bottom section is the narrowest, forming a point at the bottom. Each section contains text centered within it.

School Continuous  
Improvement Plan

PLC Goals

# Investing in the System: Structure

- Sending teams of teachers to PLC conferences, Adlai Stevenson and Model Schools
- Training on the PLC structure during PD
- Reallocate some training time to PLCs
- Common prep time

# A Balancing Act. . .

## Supports

- Data Dialogues
- Communication through PLC minutes
- Allocating resources when requested
- PLC lead meetings
- TIME!
- PLC Facilitator Responsibilities Outline
- Priority Chart for PLCs

## Accountability

- Reading across the curriculum
- Writing across the curriculum
- Common grading practices
- Common summative assessments/ projects
- PLC goals
- PLC minutes

# What it Looks Like

Professional Development Learning How  
to  
Analyze Data

## Step 1:

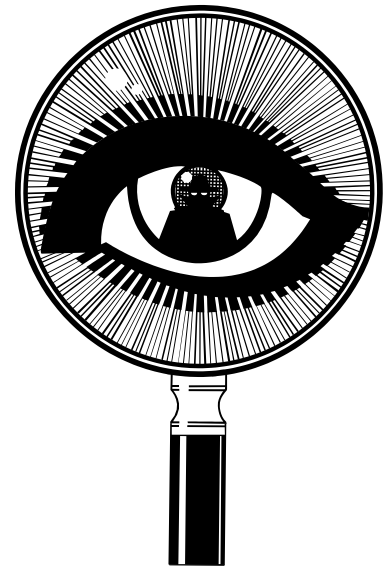
Create an academic profile of our  
students in each class

Identifying the **At-Risk** students  
and  
the **skills** students need

# **Entry Analysis: Identifying Instructional Needs**

**When Doing This Teachers...**

- **Analyze student by student skill by skill**
- **Identify & Evaluate Learning Deficiencies**
- **Prepare Necessary Strategies**
- **Implement Targeted Interventions**



# The Questions to Guide Teachers' thoughts...

- 1. Who are the students in “my” classroom?**
- 2. Who is “academically at-risk” and in what area(s)?**
- 3. What intervention(s) does each particular student need?**
- 4. What does their achievement information tell me about what each student has & has not learned?**

# What data is available to us:

9 <sup>th</sup> Graders	10 <sup>th</sup> Graders	11 <sup>th</sup> Graders	12 <sup>th</sup> Graders
AIMS Math AIMS Reading AIMS Writing AIMS Science SAT10 (8 <sup>th</sup> ) Benchmark Data Course Grades Attendance Formative Data Student Work	AIMS History SAT 10 (9 <sup>th</sup> ) Benchmark Data from 09/10 Benchmark Data Course Grades Attendance Formative Data Student Work	AIMS Math AIMS Reading AIMS Writing AIMS Science AIMS History Benchmark Data from 09/10 Pre Test Course Grades Attendance Formative Data Student Work	AIMS History AIMS for retakers ACT and SAT Pre Test Course Grades Attendance Formative Data Student Work

# Using Multiple Measures to Identify our At-Risk Students

Student	AIMS Math	AIMS Reading	AIMS Science	SAT10 (8 <sup>th</sup> )	Benchmark Data	Course Grades
Jennifer	FFB	FFB	FFB	35%		67%
Jeremy	A	M	A	41%	30%	80%
Austin	M	M	E	M	42%	75%
Steven	FFB	M	A	50%	31%	83%
Kaylee	FFB	A	FFB	38%	24%	78%

## PLC Meeting Minutes

Grade Level/Course	Date	Start Time	End Time
9-12	8/23/10	1:45	3:30

### Facilitator:

Dayna Hess

### Team Members Present:

Valley Vista Amazing Teachers

### Standard Area/s to be addressed:

Reading, Math, Writing, Science, Content

**Data reviewed: X Assessments**

☐ Student Work ☐ Other

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iAssess: AIMS, Benchmarks,  
Prior year AIMS and  
Benchmarks, SAT 10, etc

**The data shows: Baseline data**

☐ improvement ☐ no  
change ☐ decline in  
student performance

**Explanation of results and  
variations:**

Current course grades do not  
reflect previous year's test data

**The data shows the most need  
of improvement in the following  
areas:**

Kids, Red, yellow and green

**Strategies to address the areas needing improvement:**

**Reteach**  
interventions

**More Practice**  
interventions

**Enrich**  
extensions

**Evidence of effectiveness of previous strategies used:**

\*view last year's data to see what areas were most successful

**Goals for the month:**

Setting up tutoring, small group instruction, contacting parents

**Next Steps- Data or artifacts for next meeting:**

What additional data is needed or how will monitor growth: progress monitoring

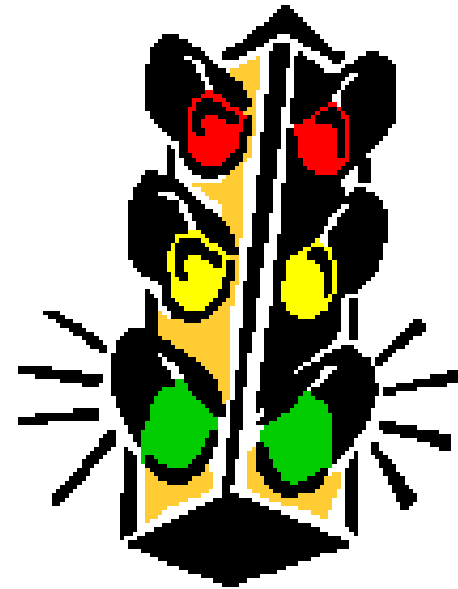
# Intervention Plan for Red Flag Kids

- Targeted
- Based on data from formative and summative assessments
- Small group intervention (formative assessment)
- Individual contact with students who do poorly (communicate high expectations)
- Specific feedback based on the data



# Interventions for Green Flag Kids

- Extended Assignments/ Challenge Assignments in lieu of the regular practice.
- Projects
- Structured Peer Tutoring
- Individual Goal Setting
- Web Based Work



## Next Step...

- Determine the POs of greatest priority
  - Consider all points of data
- Choose ONE P.O.
- Discuss and decide when and where in your curriculum you can address this PO of priority

**Record the PO(s) of Highest Priority for your PLC**



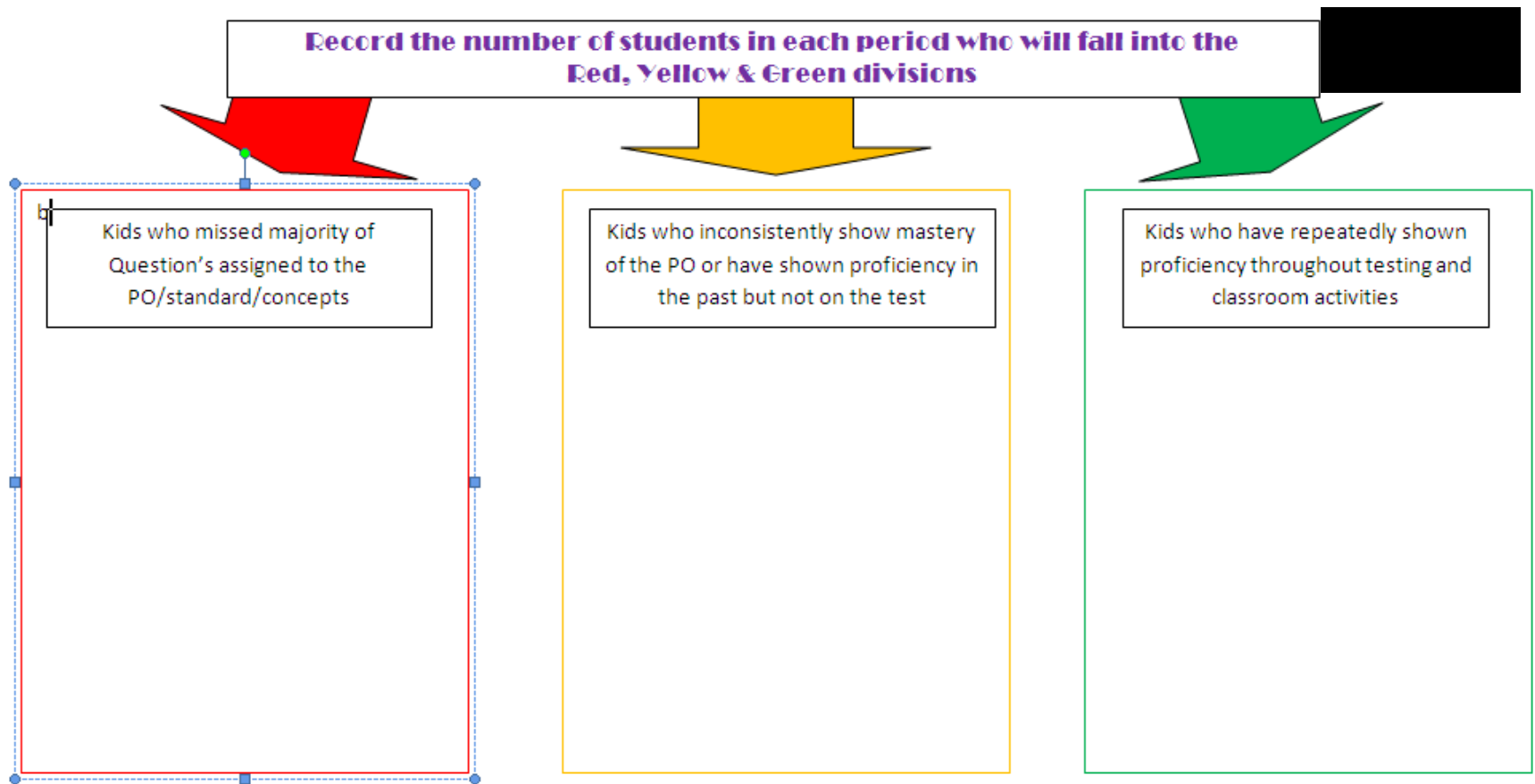
**Record where and when this PO can be addressed**

# Consider your 301 goals...

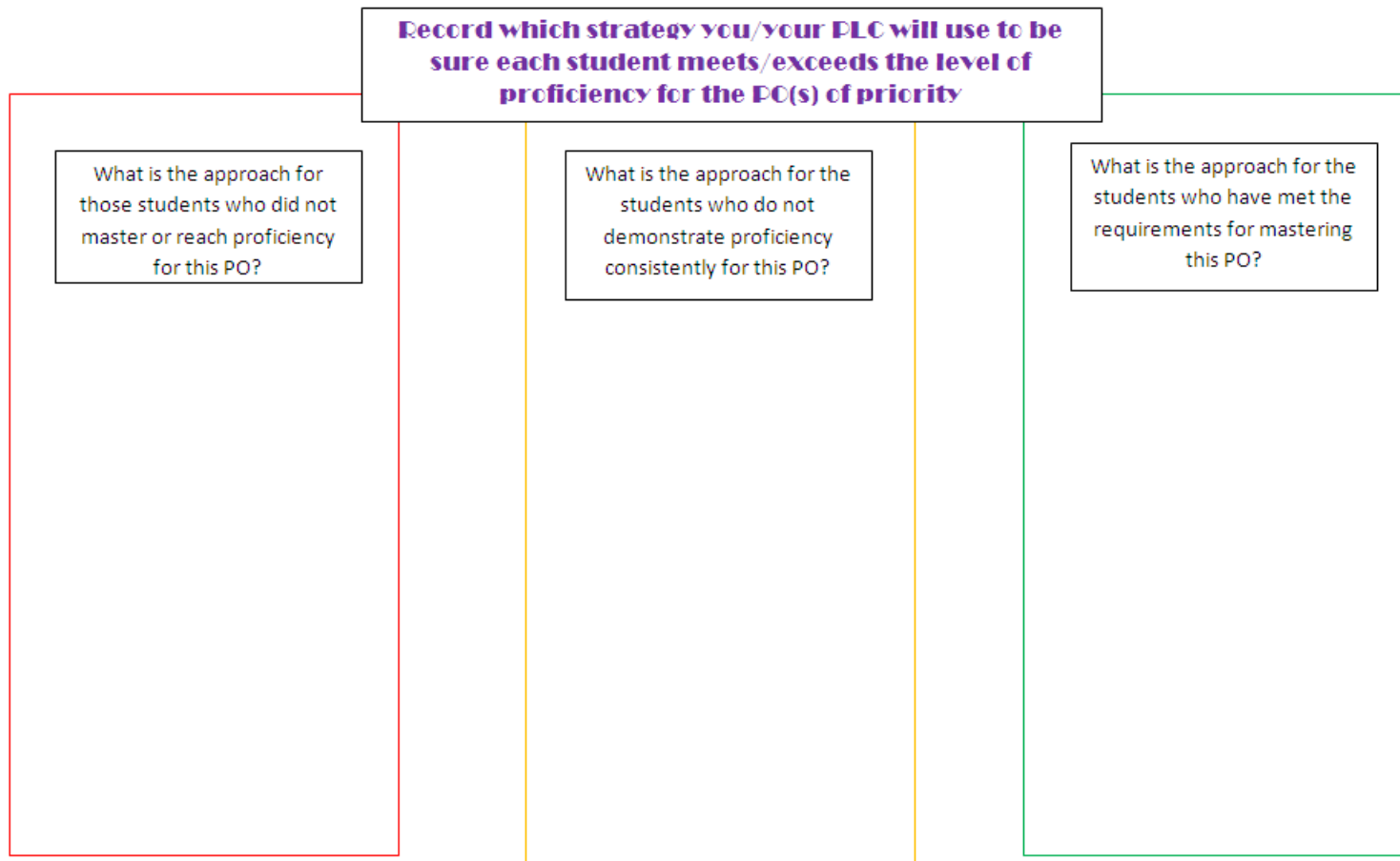
An option for prioritizing your POs might be to view which kids are not on track to make OYG (.250 or higher)

Reading BM 1	Reading BM 2	Science BM 1	Science BM 2	Math Avg Hake	Reading Avg Hake	Science Avg Hake
38.46	57.14	24.00	52.00	0.064	0.304	0.368
38.46	60.00	40.00	50.00	0.327	0.350	0.167
46.15	57.14	22.00	44.00	0.042	0.204	0.282
34.62	57.14	38.00	48.00	0.018	0.344	0.161
32.69	60.00	32.00	56.00	0.389	0.406	0.353
	74.29	48.00	72.00	0.464		0.462
17.31	37.14	14.00	48.00	0.074	0.240	0.395
53.85	60.00	46.00	50.00	0.064	0.133	0.074
67.31	74.29	24.00	48.00	0.245	0.214	0.316
48.08	22.86	56.00	40.00	-0.023	-0.486	-0.364

# View the data & determine how many students from each hour you'll plan for:



Discuss and plan together how you'll instruct for each group of students:



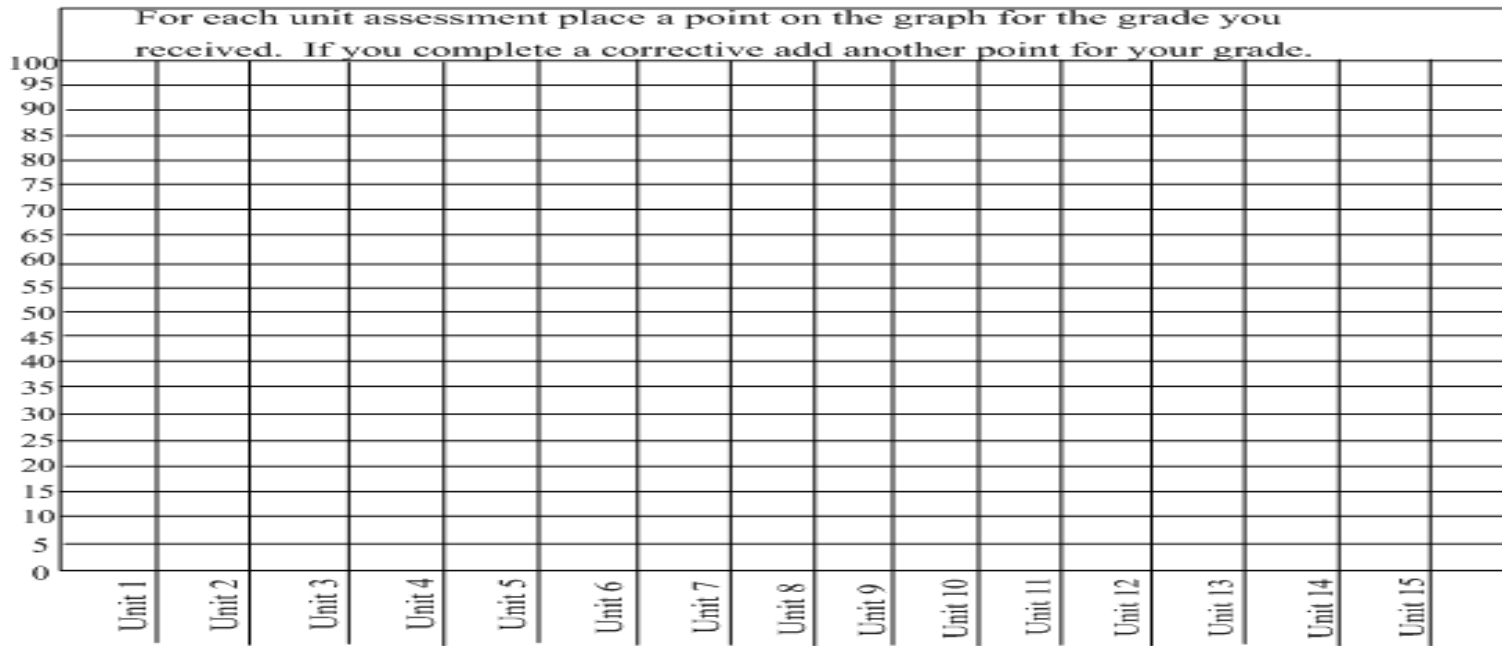
# What it Looks Like

- Bell work (5 minutes)
  - Checking Homework
  - Attendance
- Direct Instruction (15 minutes)
  - Relevance
  - Teacher Do (Smart Board/ Manipulatives/ Think A Loud)
- We Do (5 minutes)
- You Do (Formative Check/ Cards/ Sheet Protectors/ White Boards)
- Regroup (To pull RED/ GREEN groups)
  - Group A: Independent Class work (20 minutes)
  - Group B: Class work (10) Small Groups Pulled (10)
  - Group C: A higher level assignment that goes deep (20)
- Homework (5 minutes)
  - Should not exceed 30 minutes

# What Else?

PLCs infusing the curriculum  
with  
Reading and Writing

# What does it look like?



- Did you take a corrective? Why or why not?
- What is your goal for the next unit?
- How will you obtain that goal?

# Tracking Writing/ Math Data

Student	WC 1 SI	WC2 SI	WC3 S3	WC3 S3	ORG1 S2	ORG1 S2	SF1 S1	SF1 S1	CON1 S3

Student	S2C101A	S2C101 B	S2C101 A	S4C401 A	S4C401 B	S4C301 C	S5C220 A

# READING

- Book Study *I Read It, but I Don't Get It*
- Summer Planning, finding informational text that will be read once a week in every class
- NING in English classes



# RESULTS

- Increased results in all areas of the AIMS each year.
- Doubled the number of students in all areas that have EXCEEDED the standards each year.
- Decreased the number of students that Fall Far Below
- Individual students getting what they need.
- Teachers job satisfaction.
- Teachers feel supported.

# NEXT STEPS. . .

- PLPs for singletons
- More administrative interactions with PLCs on a weekly basis; calendar it- keep it
- Discussion regarding grading
- Built in intervention period, making



# QUESTIONS?

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